

DOCUMENT RESUME

ED 111 977

CE 004 720

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TITLE Sailing with Sales: Fifth Grade.
INSTITUTION Arizona State Dept. of Education, Phoenix.
PUB DATE 75
NOTE 81p.; For related documents, see CE 004 714-727

EDRS PRICE MF-\$0.76 HC-\$4.43 Plus Postage
DESCRIPTORS Career Education; *Economic Education; Elementary Education; Grade 5; Instructional Materials; Learning Activities; *Lesson Plans; Money Management; Teacher Developed Materials; *Teaching Guides

ABSTRACT

The field tested instructional unit was designed to help fifth graders understand principles related to economics. Lesson topics are: supply and demand, items that maintain a high value, seasonal tourist attractions, seasonal and fluctuating products, principles of budgeting, saving money, and investment possibilities. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resource profile. The unit takes approximately seven hours and includes a large and small group and individual activities. The seven lessons are presented under the headings of concept, performance objectives, estimated time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, summary), assessment procedures and tools, and worksheets. (BF)

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SAILING WITH SALES

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FIFTH GRADE

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1975

CE 004 720

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Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

SAILING WITH SALES

This instructional unit, which relates to the Arizona Career Education outcomes, has been field tested in the State of Arizona. A detailed report of the field test results is available upon request.

This unit is a suggested procedure. Future users of the unit should review the unit in its entirety paying particular attention to the content of each activity and noting when, during their teaching year, it is best to be taught. Feel free to adapt it to meet the needs of your particular students and situation.

The following are suggestions made by the field test teachers:

Because the unit seemed too advanced for some students, this unit might be better at the 6th or 7th grade level.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic educational subjects to incorporate Career Education as the major activity throughout the curriculum.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARNING TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

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UNIT DESIGN

OVERALL PURPOSE

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

CONCEPTS

The concepts of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these concepts be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

PERFORMANCE OBJECTIVES

The performance objectives are derived from the concepts and are intended to specify the expected behavior of the learners.

LESSONS

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described,

key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.

TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.

SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

On occasion supplemental activities are presented to assist in obtaining the desired learner outcomes.

RESOURCES

Instructional resources (materials, equipment, and/or persons) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

ASSESSMENT PROCEDURES

The purpose of the assessment procedures is to determine

the learners' level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson.

Most of the items may be used to preassess learners before they begin the unit if the instructor desires.

UNIT OVERVIEW

PURPOSE OF THIS UNIT

The primary purpose of this unit is to help the learner understand principles related to economics. The learner is exposed to experiences which should develop economic awareness.

Five major concepts and nine performance objectives are addressed in this unit. The activities for the performance objectives incorporated various kinds of activities.

The major concepts deal with such topics as economic cycles, economic planning, budgeting, and investment methods.

INTENDED USE OF THIS UNIT

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated with its development. It represents only an early developmental effort. It is anticipated that the unit will be extensively revised based on data collected through classroom utilization. In order for useful revision data to be collected, it is essential that the unit be taught in a manner consistent with the developer's intent.

GRADE PLACEMENT

This unit has been written to be primarily used at the fifth grade level.

SUBJECT AREA

All of the lessons in the unit are related to the economics area of the curriculum. Experiences are also provided in the areas of language, math, art, and social studies.

DURATION

The lessons within the unit have been written to provide a total of approximately seven hours instructional time.

GROUPING

The unit lends itself to varied types of grouping. There are provisions for large group, small group, and individual activities.

PREPARING TO TEACH THIS UNIT

Two *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

Some materials within the lessons need to be duplicated. This may be accomplished with a xerox machine or by using a Thermofax machine to prepare a master. The master is then used to prepare multiple copies with a ditto or mimeograph machine.

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Concepts	Instructional Strategies
1	45 min.	Understanding how cost relates to supply and demand	Questioning Discussion
2	45 min.	Understanding why limited products maintain a high value	Questioning Discussion Research
3	60 min.	Understanding of seasonal tourist attractions	Research
4	1 hr. 15 min.	Identifying five products or services that are seasonal in nature	Discussion Research Poster Designing
5	1 hr.	Understanding the principles of budgeting	Discussion Budget Preparation
6	50 min.	Understanding the advantages of saving money	Discussion Passbook Entries
7	50 min.	Understanding how to complete a pass-book saving form Understand various types of investments	Discussion Research

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	Transparency master: Supply and Demand Assessment item	Overhead projector Penny candy Lined writing paper
2	Worksheets: 1. Animal Items That Keep A High Value 2. Mineral Items That Keep A High Value 3. Man-Made Items That Keep A High Value Worksheet keys: 1. Animal Items That Keep A High Value 2. Mineral Items That Keep A High Value 3. Man-Made Items That Keep A High Value Assessment item	Encyclopedias and dictionaries
3	Worksheets: 1. United States Tourist Attrac- tions 2. Attraction Facts	Encyclopedias Wall map of the United States

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
3 (con't.)	Worksheet keys: 1. <i>United States Tourist Attraction</i> 2. <i>Attraction Facts</i> Assessment item	
4	Information sheets: 1. <i>Sample Completed Poster</i> 2. <i>Sample Completed Assignment</i> Assessment item	Wrist watch Red apple Newspapers including food ads Old magazines or catalogs with pictures 12" x 18" construction paper Paste Scissors 8 1/2" x 11" writing paper
5	Worksheet: <i>Money Situations and Budgets</i> Worksheet key: <i>Money Situations and Budgets</i> Assessment item	

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
6	Transparency master: <i>Passbook Worksheet</i> Worksheet: <i>Passbook Worksheet</i> Worksheet key: <i>Passbook Worksheet Key</i> Information sheet: <i>Passbook Information Sheet</i> Assessment item	Overhead projector Savings passbook
7	Worksheet: <i>Investment Possibili- ties Worksheet</i> Worksheet key: <i>Investment Possibil- ties Worksheet Key</i> Assessment item	Dictionary 8 1/2" x 11" writing paper

INSTRUCTIONAL SEQUENCE

SUPPLY AND DEMAND

LESSON ONE

CONCEPT

Understanding how cost relates to supply and demand

PERFORMANCE OBJECTIVE

Given a description related to the supply and demand of a produce, the learner will identify how the cost would effect supply and demand.

LESSON TIME

45 minutes

NEW VOCABULARY

Supply - furnish or provide

Demand - want or desire for ownership

Increase - to become larger

Decrease - to become smaller

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency master: Supply and Demand	Overhead projector
Assessment Item	Penny candy
	Lined writing paper

INSTRUCTOR PREPARATION TASKS

Duplicate a copy of the assessment item for each learner.

Prepare the transparency *Supply and Demand*.

Acquire the following items for each learner:

1. Penny candy
2. 8 1/2" x 11" lined writing paper

Obtain an overhead projector.

List on the chalkboard the definitions of supply and demand that are found within the lesson.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

The primary intent of this unit is for the learners to develop a basic awareness of selected economic principles such as budgeting and investment procedures.

The purpose of this lesson is for the learners to develop an understanding of how cost effects supply and demand.

TASKS

Place all the pieces of penny candy in view of the class and ask the learners how much they would be willing to pay for a piece of candy in they had some money.

Possible responses:

1. One cent
2. Two cents
3. Three cents

Remove all but five pieces of penny candy, and ask the learners how much they would be willing to pay for a piece of candy if they had some money.

Possible responses:

1. Two cents
2. Four cents
3. Five cents

Make sure the learners understand that when an item is limited, they may be willing to pay more for that item.

Refer to the definitions of supply and demand listed on the chalkboard.

Supply - furnish or provide

Demand - want or desire for ownership

Tell the learners that the word demand is used to include all the products or services that are wanted or needed such as food, clothing, shelter, medical care, entertainment, toys, etc. The word supply is used to include all the products or services that are available to people.

Inform the learners that a drink of water is usually free. Ask the learners what they would be willing to pay for a glass of water if they were lost in the desert and hadn't had a drink in two days.

Possible responses:

1. Ten cents
2. Fifty cents
3. One dollar
4. Fifty dollars

Tell the learners that there are many reasons why prices of products and services change and one reason is the law of supply and demand. When the supply is greater than the demand, the prices are lower - they *decrease*. When the demand is greater than the supply, the prices are higher - they *increase*.

Distribute a piece of 8 1/2" x 11" writing paper, to each learner, and ask the learners to list on their papers any products or services with prices affected due to supply and demand.

Possible responses:

- | | |
|-------------|-------------------|
| 1. Lettuce | 8. Silver |
| 2. Eggs | 9. Old coins |
| 3. Cars | 10. Fur coats |
| 4. Apples | 11. Meat |
| 5. Oranges | 12. Old furniture |
| 6. Peaches | 13. Old paintings |
| 7. Diamonds | |

Tell the learners to turn their writing paper over and number from one to eleven.

Show the transparency *Supply and Demand*. Tell the learners that on the transparency they can see products and services that may vary in price. These prices are not exactly accurate but are shown to point out that supply and demand do affect prices.

Ask the learners to write on their papers the reasons why the prices of the products and services presented on the transparency change. Circulate among the learners and provide assistance when necessary.

Sample completed assignment:

Name: _____	
1. Model T	- There are not many around now. The supply is limited.
2. Peaches	- Peach supply is limited in December. Most peaches become ripe in the summer.
3. Oranges	- Oranges are not grown in Maine and must be shipped in causing higher prices.
4. Lettuce	- There is a greater supply in September causing lower prices.
5. Motel rates (Arizona)	- Most visitors come to Arizona in the winter causing greater demand for housing.
6. Pineapples	- Pineapples are not grown in Arizona and must be shipped in causing higher prices.
7. Tomatoes	- Most tomatoes are harvested in the summer causing greater supply and lower prices.
8. Land (around Phoenix)	- Land is not as plentiful in Phoenix today as it was in 1900. Since Phoenix is a fast growing city, the land is in great demand and the prices rise.
9. Corn on the cob	- Most corn is harvested in the summer causing greater supply and lower prices.
10. Gasoline	- Gas must be shipped to England causing greater cost.
11. Washing machine	- Washing machines must be shipped to the Fiji Islands causing the price to increase.

SUMMARY

Upon completion of the assignment ask the learners to orally share their reasons why the prices of the products and services presented on the transparency change.

Explain to the learners that many times when a product is new, the price is higher because the demand is great and the supply is limited. Examples of this might be toys, transistor radios, televisions, and games.

In the next lesson experiences will be provided for the learner to identify rare or limited items which maintain a relatively high value.

SUPPLEMENTAL ACTIVITIES

1. Use classified ads in newspapers to find items that show price differences due to supply and demand. Research to see if salaries vary due to supply and demand.
2. Use grocery ads in the newspapers to see changes in prices due to supply and demand. Check the library, newspaper office, etc., for old newspapers. Have learners make two grocery ads - one to show prices six months ago and one for the present.

ASSESSMENT PROCEDURES

DESCRIPTION

A multiple-choice item is used to assess the achievement of the objectives.

DIRECTIONS

The learners will read the item and record their response. Assistance with the vocabulary may be given by the instructor.

KEY

2

Name _____

Date _____

Lesson 1

ASSESSMENT ITEM

If the supply of clackers decreases while the demand increases, how would it affect the price?

1. Decreases
2. Increases
3. Remains the same
4. Goes up and down

SUPPLY AND DEMAND

Model T	1908 - \$500	1970 - \$2,000
Peaches	Dec. - 39¢ per lb.	June - 19¢ per lb.
Oranges (in Maine)	Dec. - 49¢ per lb.	Dec. - 10¢ per lb. (in Ariz.)
Lettuce	Mar. - 39¢ per head	Sept. - 15¢ per head
Motel rates (Arizona)	July - \$12	Jan. - \$25
Pineapples	Hawaii - 12¢	Ariz. - 59¢
Tomatoes	Summer - 19¢ per lb.	Winter - 69¢ per lb.
Land (around Phoenix)	1900 - \$25 per acre	1970 - \$10,000 per acre
Corn-on-the-Cob	Dec. \$1.50 doz.	July - 50¢ per doz.
Gasoline	U.S. - 32.9¢	England - 55¢
Washing Machine	U.S. - \$200	Fiji Isl. - \$400
Pontiac Firebird	U.S. - \$3,500	Venezuela - \$10,000
Tractor	U.S. - \$3,000	Mexico - \$6,000

ITEMS THAT MAINTAIN A HIGH VALUE

LESSON TWO

CONCEPT

Understanding why limited products maintain a high value

PERFORMANCE OBJECTIVE

Given a list of items that may or may not maintain a high value, the learner will identify three rare or limited items that maintain a relatively high value.

LESSON TIME

45 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheets: 1. Animal Items That Keep A High Value 2. Mineral Items That Keep A High Value 3. Man-Made Items That Keep A High Value	Encyclopedias and dictionaries

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet keys: 1. <i>Animal Items That Keep A High Value Key</i> 2. <i>Mineral Items That Keep A High Value Key</i> 3. <i>Man-Made Items That Keep A High Value Key</i>	
Assessment item	

INSTRUCTOR PREPARATION TASKS

Duplicate one copy of the following for each learner:

1. *Animal Items That Keep A High Value*
2. *Mineral Items That Keep A High Value*
3. *Man-Made Items That Keep A High Value*
4. *Assessment item*

Acquire encyclopedias and dictionaries for classroom use.

List on the chalkboard the reasons (found within the lesson) why some products maintain a high value.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson experiences were provided for the learners to describe how cost relates to supply and demand.

The purpose of this lesson is for the learners to list items or products which maintain a relatively high value. Emphasis will be placed on the reasons why these items maintain a relatively high value. Ask the learners how cost relates to supply and demand.

Desired response:

When the supply is greater than the demand, lower cost. When the demand is greater than the supply, higher cost.

Tell the learners that there are some products or items that always maintain a fairly high value because the supply is limited.

TASKS

Ask the learners if they can think of any items or products which are always considered valuable because of limited supply.

Possible responses:

1. Diamonds
2. Gold
3. Silver
4. Mink coats
5. Antiques
6. Pearls

Explain to the learners that there are many reasons why the supply of valuable products or items is limited. Refer to the chalkboard and review some of the following reasons:

1. Some products are a result of animals which are not growing in numbers.
2. Some products are a result of natural resources which are continuously being used.
3. Some products are handmade which require great amounts of time to produce.
4. Some products were made many years ago and the originals are more valuable than reproductions.

Tell the learners that their tasks will be to find out different things about items and products which are valuable. Explain to the learners that encyclopedias and dictionaries are available for their use in completing the worksheet.

Distribute the worksheets *Animal Items That Keep A High Value*, *Mineral Items That Keep A High Value*, and *Man-Made Items That Keep A High Value*. Circulate among the learners and provide assistance when necessary.

SUMMARY

Ask the learners to orally share their research findings and anything interesting about items that keep a relatively high value. Learners' answers will vary.

In the next lesson experiences will be provided for the learners to identify fluctuating activities that are considered part of a locations economic cycle.

ASSESSMENT PROCEDURES

DESCRIPTION

A multiple-choice item is used to asses the achievement of the objectives.

DIRECTIONS

The learners will read the item and record their response. Assistance with the vocabulary may be given by the instructor.

KEY

3

Name _____

Date _____

Lesson 2

ASSESSMENT ITEM

Which one of the following is NOT a limited item that keeps a high value?

1. Silk
2. Gold
3. Coal
4. Silver

ANIMAL ITEMS THAT KEEP A HIGH VALUE WORKSHEET

Name _____
Date _____

Lesson 2

Directions: Complete each space with information about the item that keeps a high value. The first one is done for you as an example. Complete Columns I, II, and III. Column IV is for your information.

I		II		III	IV
Animals	Part Used or Item Purchased	How Animal Part or Product is Used By Man	Special Considerations	Reasons for Limited Supply	
Oyster	Pearl	Used for making jewelry such as bracelets and necklaces	Lives in the ocean and produces the pearl inside its shell	Product is a result of animals. Our population grows faster than the animal population, thereby causing a great demand for these products. Some animals only live in certain areas of the earth.	
Mink					
Eermine					
Elephant					
Worm (silk)					
Chinchilla					
Alligator					
Otter					
Seal					

MINERAL ITEMS THAT KEEP A HIGH VALUE WORKSHEET

Name _____
Date _____
Lesson 2

Directions: Complete each space with information about the item that keeps a high value. The first one is done for you as an example. Complete Column I and II. Column III is for your information.

	I	II	III
	How Product is Used	Special Considerations	Reasons for Limited Supply
Gold	Used for things such as filling teeth, making jewelry	Supply is limited causing costs to remain high	These minerals are part of our natural resources. The supply of these is limited but the demand continues. Therefore, their value continues to rise.
Silver			
Platinum			
Diamonds			
Rubies			
Turquoise			
Copper			
Sapphire			
Uranium			
Jade			

Name _____

Date _____

Lesson 2

MAN-MADE ITEMS THAT KEEP A HIGH VALUE WORKSHEET

Directions: Complete the column stating why the item keeps a high value. The first one is done for you as an example.

Product	State why the Item Keeps a High Value
Indian blankets and rugs	Expensive because they take many hours to make
Furniture made before 1900	
Coins minted before 1900	
Rare stamps	
Model T Ford	
Rolls Royce car	
Books printed before 1900	
Handmade Mexican pottery	
Handmade jewelry	

MINERAL ITEMS THAT KEEP A HIGH VALUE

WORKSHEET KEY

Directions:

Complete each space with information about the item that keeps a high value. The first one is done for you as an example. Complete Column I and II. Column III is for your information.

Lesson 2

I		II		III
Minerals	How Product is Used	Special Considerations	Reasons for Limited Supply	
Gold	Used for things such as filling teeth, making jewelry	Gold supply is limited causing costs to remain high	These minerals are part of our natural resources. The supply of these is limited but the demand continues. Therefore, their value continues to rise.	
Silver	Used for jewelry, silverware, and ornaments	Used for decorative spurs and saddles		
Platinum	Used in dental and jewelry alloys	A heavy precious grayish white material		
Diamonds	Used in wedding rings	Mined in only certain parts of the world		
Rubies	Rubies are used in making rings and fancy jewelry	Red in color		
Turquoise	Used in jewelry	Green stone used in making Indian jewelry		
Copper	Used in many types of wiring and tubing	Used in plumbing houses because it doesn't rust		
Sapphire	Used for jewelry	Blue colored stone		
Uranium	Used in the development of atomic bombs and nuclear power	Rare and valuable mineral		
Jade	Used in the making of jewelry such as rings and necklaces	Green stone		

HANDMADE ITEMS THAT KEEP A HIGH VALUE

WORKSHEET KEY

Lesson 2

Directions: Complete the column stating why the item keeps a high value. The first one is done for you as an example.

Product	State why the Item Keeps a High Value
Indian blankets and rugs	Expensive because they take many hours to make
Furniture made before 1900	Antique supply limited causing collectors to pay well
Coins minted before 1900	Few available so demand is great
Rare stamps	Hard to find so collectors are willing to pay large prices
Model T Ford	Few remaining so collectors are willing to pay large prices
Rolls-Royce car	Many parts handmade requiring greater costs in labor
Books printed before 1900	Not many available so collectors are willing to pay big prices
Handmade Mexican pottery	Expensive because they take many hours to make
Handmade jewelry	Expensive because they take many hours to make

SEASONAL TOURIST ATTRACTIONS

LESSON THREE

CONCEPT

Understanding of seasonal tourist attractions

PERFORMANCE OBJECTIVES

Given a list of tourist attractions, the learner will identify three tourist attractions in the United States.

Given a list of United States tourist attractions, the learner will describe these in terms of location, seasonal trade, and attractions.

LESSON TIME

60 minutes

RESOURCES REQUIRED

FOUND WITHIN LESSON

Worksheets:

1. *United States Tourist Attractions*
2. *Attraction Facts*

ACQUIRED BY INSTRUCTOR

Encyclopedias

Wall map of the United States

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet keys: 1. <i>United States Tourist Attractions Key</i> 2. <i>Attraction Facts Key</i>	
Assessment item	

INSTRUCTOR PREPARATION TASKS

Duplicate a copy of the following items for each learner:

1. *United States Tourist Attractions*
2. *Attraction Facts*
3. *Assessment item*

Obtain encyclopedias for classroom use.

Secure and display a wall map of the United States.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson experiences were provided for the learners to identify products and items which maintain a relatively high value. The purpose of this activity is for the learners to understand that money spent at tourist attractions is considered part of a localities economic cycle. The learners will locate national tourist attractions on a map and state the season of the year when most people visit these places. The learners will also do research to find out information about these tourist attractions.

Tell the learners that there are places and things in the

United States that many people want to see. They will travel many miles to see these sites and places. These sites and places are called tourist attractions.

Ask the learners if anyone has been to Disneyland with their family.

Desired response: Yes

Ask the learners to think of all the ways their family spent money when they traveled to Disneyland.

Possible responses:

1. Rides
2. Food
3. Gas
4. Motel
5. Souvenirs

TASKS

Explain that when ever people travel they spend money. People in business at the sites of the tourist attractions depend on the spending by the travelers. This is sometimes seasonal. Due to varying climate conditions tourist attractions get more attention at a particular time of the year. For example, Disneyland gets more visitors during the summer when most people take their vacations. Therefore, the restaurants, motels, and gas stations do more business and take in more money during the summer.

Distribute the worksheets *United States Tourist Attractions*, and *Attraction Facts* to the learners. Tell the learners that they may use encyclopedias and United States wall maps to complete the worksheets. Review the directions listed on the worksheets with the learners. Circulate among the learners and provide assistance when needed.

SUMMARY

Ask the learners to orally share their findings about one of the attractions listed on the worksheet *Tourist Attractions*.

In this lesson the learners located various major tourist

attractions in the United States. The learner also researched to find information relating to these tourist attractions.

In the next lesson experiences will be provided for the learners to identify products and services that are seasonal in nature.

ASSESSMENT PROCEDURES

DESCRIPTION

One multiple-choice and one completion item are used to assess the achievement of the objectives.

DIRECTIONS

The learners will read the item and record their response. Assistance with the vocabulary may be given by the instructor.

KEY

1. d
2. Accept responses similar to *Attraction Facts Key*

Name _____

Date _____

Lesson 3

ASSESSMENT ITEM

1. Which of the following is NOT a tourist attraction in the United States?

- a. Chinatown
- b. Glacier Park
- c. Grand Canyon
- d. Buckingham Palace

2. Choose a tourist attraction in the United States and describe it in terms of its location, busy season, and sights or activities available.

(tourist attraction)

(location)

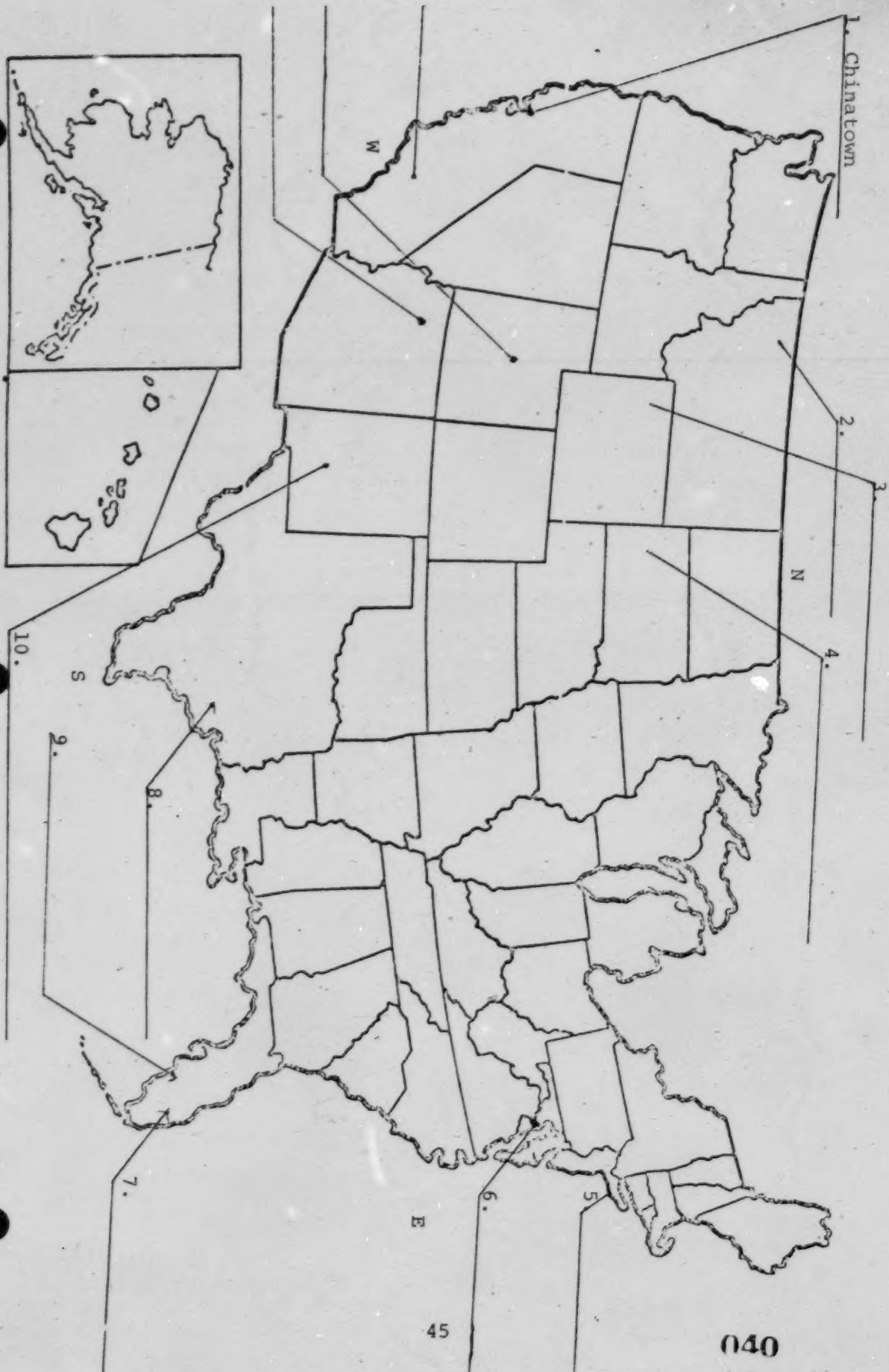
(busy season)

(sights or activities available)

UNITED STATES TOURIST ATTRACTIONS WORKSHEET

Name _____
Date _____

Directions: Write the name of each tourist attraction on the proper line. The worksheet
Attraction Facts may be of help to you. Number 1 is done for you.



ATTRACTION FACTS WORKSHEET

Lesson 3

Directions: Complete the worksheet by providing information in the proper column. You may use encyclopedias and maps. The first one is done for you.

Name of the tourist attraction	General location	Description of attraction (what you see.)	Part of the U.S. e.g. N.S.E.W., NW,NE,SW,SE	Time of year when most people visit - sum.,win.,etc.	Other facts or Information
Everglades	Florida	A marshy and wet area that has many inlets and reptiles.	Southwest	Winter	U.S. only refuge for alligators
Astrodome					
Statue of Liberty					
Disneyland					
Yellowstone Park					
Mormon Tabernacle					
Glacier Park					

Attractions Facts Worksheet (Continued)

Lesson 3

Grand Canyon					
Smithsonian Inst.					
China-town					
Carlsbad Caverns					
Mt. Rushmore					
Miami, Florida Resort City					

UNITED STATES TOURIST ATTRACTIONS

Directions:

Write the name of each tourist attraction on the proper line. The worksheet
Attraction Facts may be of help to you. Number 1 is done for you.

WORKSHEET KEY

3. Yellowstone Park

4. Mt. Rushmore

N

2. Glacier Park

Chinatown

Statue of
Liberty

6. Smithsonian
Institute

E

51

Disneyland

Mormon

Tabernacle

Grand Canyon

8. Astrodome

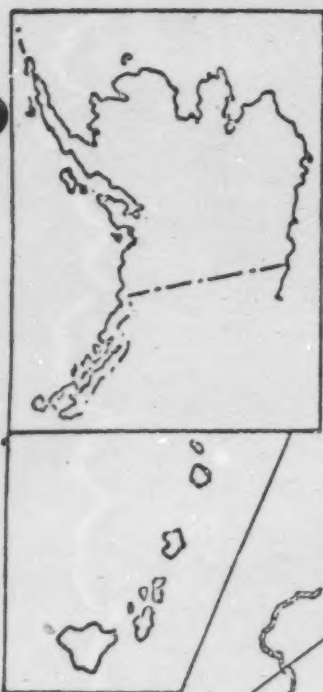
9. Everglades

S

7. Miami Beach

10. Carlsbad Caverns

043



ATTRACTION FACTS WORKSHEET KEY

Lesson.3

Directions: Complete the worksheet by providing information in the proper column. You may use encyclopedias and maps. The first one is done for you.

Name of the tourist attraction	General location	Description of attraction (what you see.)	Part of the U.S. e.g. N.S.E.W., NW,NE,SW,SE	Time of year when most people visit - sum., win.,etc.	Other facts or information
Everglades	Florida	A marshy and wet area that has many inlets and reptiles.	Southwest	Winter	U.S. only refuge for alligators
Astrodome	Houston, Texas	A manmade sports arena with a vast dome covering it.	South	Any season	Baseball and football games are played in the Astrodome.
Statue of Liberty	New York, New York	A huge statue like lady with a torch in her hand. Symbol of freedom.	Eastern	Spring Summer	Given to U.S. as a symbol of friendship by France.
Disneyland	Anahiem, Cal.	A huge amusement park that attracts people from all over the world.	Southwest	Spring Summer	It was started by Walt Disney and is a million dollar business
Yellowstone Park	Yellowstone, Wyo.	A beautiful park that has many natural wonders such as animals and geysers.	Western	Summer	Yellowstone has a geyser called "Old Faithful" that erupts every hour.
Mormon Tabernacle	Salt Lake City, Utah	A large church like building erected in the 1800's by the Mormons.	Southwest	Summer	The tabernacle is part of the famous Mormon Square.
Glacier Park	Montana	A national park that has small glaciers and beautiful scenery.	North Central	Winter Summer	The park is a refuge for many animals

ATTRACTION FACTS WORKSHEET KEY (Continued)

Lesson 3

Grand Canyon	Arizona	One of the biggest canyons in the world. It was made by the Colorado River.	Southwest	Summer	The colors of the canyon walls are beautiful.
Smithsonian Inst.	Wash. D.C.	A place where many old inventions and documents are kept.	East	Spring, Summer	New inventions are many times given to the Institute
China-town	San Francisco Cal.	A chinese type city located within the city of San Francisco	West Central	Any Season	It is famous for Chinese food.
Carlsbad Caverns	Carlsbad, New Mexico	Caves of stalagmites created by volcanic action with the earth	Southwest	Winter	Many of the caves are very deep. Tours are provided.
Mt. Rushmore	South Dakota	A man-made sculpture of famous Americans.	North Central	Summer	The figures are sculptured from the mountain.
Miami, Florida Resort City	Miami, Florida	A winter resort attracting many tourists because of its warm winter weather.	Southeast	Winter	People can swim and sun bathe at Miami Beach.

SEASONAL AND FLUCTUATING PRODUCTS

LESSON FOUR

CONCEPT

Identifying five products or services that are seasonal in nature

PERFORMANCE OBJECTIVE

Given a list of products, the learner will distinguish between products that fluctuate seasonally in price with products that maintain a relatively stable price.

LESSON TIME

1 hour 15 minutes

NEW VOCABULARY

Stable - stays the same

Fluctuate - changes

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Information sheets:	Wrist watch
1. <i>Sample Completed Poster</i>	Red apple
2. <i>Sample Completed Assignment</i>	Newspapers including food ads
Assessment item	Old magazines or catalogs with pictures
	12" x 18" construction paper
	Paste
	Scissors
	8 1/2" x 11" writing paper

INSTRUCTOR PREPARATION TASKS

Obtain a wrist watch and a red apple for the introduction to the lesson.

List on the chalkboard definitions of stable and fluctuate found in the lesson.

Provide the learners with newspapers and sections of old mail order catalogs. Refer to the *Sample Completed Assignment*.

Assemble other resource materials for the poster construction. Refer to the *Sample Completed Poster*.

Duplicate a copy of the assessment item for each learner.

Obtain a piece of 8 1/2" x 11" writing paper for each learner.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lessons experiences were provided for

the learners to identify tourist attractions in the United States. The learners also did research to determine facts and information about these tourist attractions.

The purpose of this activity is for the learners to identify products and services that are seasonal in nature. The learners will also distinguish between products that fluctuate seasonally in price with products that maintain a relatively stable price. List the following words and definitions on the chalkboard:

Fluctuate - changes
Stable - stays the same

Tell the learners that sometimes we see changes in the price of products from one time of the year to another. The prices of these products are said to fluctuate. The prices of other products we buy stay about the same all the time. These products have stable prices.

Show a wrist watch to the learners. Ask the learners if the price of the watch changes from one time of the year to another or if the price stays about the same.

Desired response:

Stays about the same

Tell the learners the price of the watch is stable.

Show an apple to the class. Ask the learners if the price of the apple is the same from one time of the year to another or if the price changes.

Desired response:

Price changes

Tell the learners that these products are an example of a product that is stable in price (the watch) and a product that fluctuates in price (the apple).

TASKS

Distribute newspapers, old catalog parts, and writing paper to each learner.

Ask the learners to fold their papers in half. Head one column "Stable Priced Products" and other column "Products that Fluctuate in Price."

Inform the learners that they are to look through the newspapers and catalogs. They are to make a list of as many products they can find that are stable in price and a list of products that fluctuate in price. Tell the learners they may add to their lists any products they can think of that are not found in the newspapers. Circulate among the learners and provide assistance when necessary.

After the learners have completed their assignments explain that they are going to make a poster showing a product or products that may fluctuate in price.

Distribute construction paper, paste, and scissors for the posters to the learners. Tell the learners that they are to do the following:

1. Cut out pictures of product or products that may fluctuate in price.
2. Paste pictures of products on construction paper.
3. For each product identify in writing on the poster the reason for its price fluctuation and the time of the year to buy the product to get the best price.

Circulate among the learners and provide assistance when necessary.

When the learners have completed their posters, display the posters in the room.

SUMMARY

Ask the learners to orally share their posters with the class providing the best time of the year to buy the products and the reasons for fluctuations in price.

Review with the learners that the purpose of this activity was to identify products which are stable in price and products which fluctuate in price. In the next lessons experiences will be provided for the learner to understand budgeting.

ASSESSMENT PROCEDURES

DESCRIPTION

One multiple-choice and one completion item are used to assess the achievement of the objectives.

DIRECTIONS

The learners will read the items and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

1. c, d
2. c, s, c, s, c

Name _____

Date _____

Lesson 4

ASSESSMENT ITEM

1. Which two of the following products or services are seasonal?
 - a. Lunch meat
 - b. Eye glasses
 - c. Bathing suits
 - d. Fresh watermelon

2. Put a C on the line in front of those items whose prices change with the seasons. Place an S on the line in front of those items whose prices remain about the same throughout the year.
 - _____ a. Fruits
 - _____ b. Pianos
 - _____ c. Canned goods
 - _____ d. Wrist watches
 - _____ e. Bathing suits

SAMPLE COMPLETED ASSIGNMENT

STABLE PRICED PRODUCTS

Canned fruits
Meat
Furniture
Pianos
Clothes
Tools
Radios
Televisions
Wrist watches
Dishes
Shoes
Vacuum cleaners
Sewing machines
Carpeting
Bicycles
Clocks

PRODUCTS THAT FLUCTUATE IN PRICE

Lawn furniture
Paint
Fishing equipment
Boats
Swimming suits and pools
Lettuce
Air conditioners
Lawn mowers
Watermelon
Apples
Oranges
Lettuce
Christmas cards
Corn (fresh)

SAMPLE COMPLETED POSTER
PRODUCTS THAT FLUCTUATE



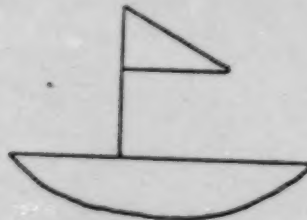
HEAD OF LETTUCE



Cheapest during
the summer

← Usually
harvested in
the summer

→ More plentiful
in summer



BOAT



Cheapest during
the winter

← Sailing
usually done
in summer -
greater demand

→ Family outings
planned during
summertime

PRINCIPLES OF BUDGETING

LESSON FIVE

CONCEPT

Understanding the principles of budgeting

PERFORMANCE OBJECTIVES

The learner will identify two characteristics of a budget.

The learner will maintain a record of possible income and expenditures.

LESSON TIME

1 hour

NEW VOCABULARY

Budget - record of money earned and spent
Income - money earned
Expenditure - money spent

RESOURCES REQUIRED

FOUND WITHIN LESSON

ACQUIRED BY INSTRUCTOR

Worksheet:
*Money Situations and
Budgets*

RESOURCES REQUIRED
(Continued)

Lesson 5

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet key: <i>Money Situations and Budgets</i>	
Assessment item	

INSTRUCTOR PREPARATION TASKS

List on the chalkboard the terms and definitions for income and expenditures.

Duplicate the following items for each learner:

1. *Money Situations and Budgets*
2. Assessment item

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson experiences were provided for the learners to identify products which are stable in price and products which fluctuate in price.

The purpose of this activity is for the learners to identify the characteristics of a budget and make entries when preparing a budget. The learners will participate in a discussion and complete a budget form.

Tell the learners that all businesses keep a record of money that is taken in and money that is spent. Some families do the same thing. When a family keeps a record of all the money they earn and spend it is called a *budget*. This budgeting helps to keep a record of all the money that is earned and how it is spent.

Refer to the term *income* listed on the chalkboard, and ask the learners what the word means.

Desired response: Money that is earned.

Refer to the term *expenditures* listed on the chalkboard, and ask the learners what the word means.

Desired response: Money that is spent.

TASKS

Ask the learners to think of any forms of income they may have and list these on the chalkboard.

Possible responses:

1. *Receiving an allowance*
2. *Baby-sitting children*
3. *Delivering newspapers*
4. *Collecting reusable pop bottles*
5. *Selling aluminum cans*
6. *Mowing lawns*
7. *Doing housework*

Inform the learners that income earned is one main part of a budget.

Ask the learners to think of any expenditures or ways they spend money and list these on the chalkboard.

Possible responses:

1. *Toys*
2. *Gum*
3. *Candy*
4. *Movies*
5. *Ice Cream*
6. *Clothes*
7. *Ball Games*
8. *Lunch*

Tell the learners that expenditures or ways that money is spent is another main part of a budget. Review with the learners that the two main parts of a budget are income (money earned) and expenditures (money spent).

Explain to the learners that usually most families prepare a budget for a period of time such as a week or month.

Tell the learners that they will be given budget sheets and situations describing family incomes and expenditures. They are to complete the budget sheets and add up or total the incomes and expenditure columns for each situation.

Distribute the worksheet *Money Situations and Budgets* to

each learner. Review the directions given on the worksheet with the learners. Circulate among the learners and provide assistance when necessary.

SUMMARY

Upon completion of the worksheet, ask the learners to orally share with the class some of their own personal incomes and expenditures.

Review with the learners that the purpose of this activity is to understand the two main characteristics of a budget which are income and expenditures.

In the next lesson the learners will become aware of the advantages of saving money. They will also experience how to complete a passbook savings form.

ASSESSMENT PROCEDURES

DESCRIPTION

One multiple-choice item and one completion item are used to assess achievement of the objectives.

DIRECTIONS

The learners will read the items and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

1. b
2. b

Name _____

Date _____

Lesson 5

ASSESSMENT ITEM

1. Which of the following is NOT a characteristic of a budget?

- a. Income
- b. Previous salary
- c. Expenditures

2. Terry spent the following amount: \$.25 for coke, \$.45 for paper, \$.20 for pencils. She earned \$.75 for baby-sitting, and \$.35 for washing dishes. Her aunt sent her \$2.00 for her birthday. Circle the letter above the record sheet that was maintained correctly.

a

Expenditures	Income
2.00	
.25	
.45	
	.20
	.75
	.35

b

Expenditures	Income
.25	
	.75
	.35
.45	
.20	
	2.00

c

Expenditures	Income
.75	
.45	
	.25
	.35
2.00	
.20	

Date _____

Lesson 5

1. During the month of October Mr. Barnes, a bus driver, brought home \$785 in earnings. He also owns and rents a small house for \$85 a month. Mrs. Barnes does not work and therefore has no income. The Barnes family spends \$170 a month for a house they are buying. The rest of their spending per month is as follows: \$35 for electricity, \$80 for a car payment, \$12 for phone, \$60 for insurance, \$200 for food, \$30 for gas, \$35 for dental and medical, \$40 for taxes, \$15 for water, \$50 for clothes, \$25 for furniture, \$60 for savings, and \$58 for miscellaneous.

BUDGET FORM			
Income (earnings)	Amt		Expenditures (spent) Amt
Total			Total

MONEY SITUATIONS AND BUDGETS
WORKSHEET (Continued)

Lesson 5

2. John and Ruth Brown both work. During the month of June John brought home \$600. Ruth brought home \$450. The Brown's also helped a neighbor and earned \$60. The Brown's expenditures (money spent) for the month were as follows: \$175 for food, \$200 for house, \$100 for car payment, \$85 for boat payment, \$200 for vacation, \$50 for taxes, \$50 for gas, \$22 for water, \$40 for electricity, \$15 for phone, \$53 for insurance, \$40 for clothes, \$40 for dental and medical, and \$40 for savings.

BUDGET FORM			
Income (earnings)	Amt	Expenditures (spent)	Amt
Total		Total	

MONEY SITUATIONS AND BUDGETS
WORKSHEET (Continued)

Lesson 5

3. Make up your own income and expenditure situation.

BUDGET FORM			
Income (earnings)	Amt	Expenditures (spent)	Amt
Total		Total	

MONEY SITUATIONS AND BUDGETS

WORKSHEET KEY

Directions: For numbers 1 and 2 read each situation and list the income (money earned) and expenditures (money spent) in the proper column on the budget form. After listing these totals add the columns. For number 3 of the worksheet make up your own situation. The situation could even be your own income and expenditures.

- During the month of October Mr. Barnes, a bus driver, brought home \$785 in earnings. He also owns and rents a small house for \$85 a month. Mrs. Barnes does not work and therefore has no income. The Barnes family spends \$170 a month for a house they are buying. The rest of their spending per month is as follows: \$35 for electricity, \$80 for a car payment, \$12 for phone, \$60 for insurance, \$200 for food, \$30 for gas, \$35 for dental and medical, \$40 for taxes, \$15 for water, \$50 for clothes, \$25 for furniture, \$60 for savings, and \$58 for miscellaneous.

BUDGET FORM			
Income (earnings)	Amt	Expenditures (spent)	Amt
Mr. Barnes' job	\$785	House payment	\$170
House rent	85	Electricity	35
		Car payment	80
		Telephone	12
		Insurance	60
		Food	200
		Gas	30
		Dental & Medical	35
		Taxes	40
		Water	15
		Clothes	50
		Furniture	25
		Savings	40
		Miscellaneous	58
Total	\$870	Total	\$870

MONEY SITUATIONS AND BUDGETS WORKSHEET KEY
(Continued)

Lesson 5

2. John and Ruth Brown both work. During the month of June John brought home \$600. Ruth brought home \$450. The Brown's also helped a neighbor and earned \$60. The Brown's expenditures (money spent) for the month were as follows: \$175 for food, \$200 for house, \$100 for car payment, \$85 for boat payment, \$200 for vacation, \$50 for taxes, \$50 for gas, \$22 for water, \$40 for electricity, \$15 for phone, \$53 for insurance, \$40 for clothes, \$40 for dental and medical, and \$40 for savings.

BUDGET FORM			
Income (earnings)	Amt.	Expenditures (spent)	Amt
John Brown's job	\$600	Food	\$175
Ruth Brown's job	450	House payment	200
House building	60	Car payment	100
		Boat payment	85
		Vacation	200
		Taxes	50
		Gas	50
		Water	22
		Electricity	40
		Phone	15
		Insurance	53
		Clothes	40
		Dental & Medical	40
		Savings	40
Total	\$1110	Total	\$1110

MONEY SITUATIONS AND BUDGETS WORKSHEET KEY
(Continued)

Lesson 5

3. Make up your own income and expenditure situation.

BUDGET FORM			
Income (earnings)	Amt	Expenditures (spent)	Amt
Total		Total	

Note: Worksheet is complete when the instructor is satisfied with the learner's response.

SAVING MONEY

LESSON SIX

CONCEPTS

Understanding the advantages of saving money

Understanding how to complete a passbook saving form

PERFORMANCE OBJECTIVE

The learner will identify two advantages of saving money and complete a passbook saving form.

LESSON TIME

50 minutes

NEW VOCABULARY

Entry - making a listing on a passbook form

Interest - money paid or received for money used

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency master: <i>Passbook Worksheet</i>	Overhead projector
Worksheet: <i>Passbook Worksheet</i>	Savings passbook

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet key: <i>Passbook Worksheet</i> <i>Key</i>	
Information sheet: <i>Passbook Information</i> <i>Sheet</i>	
Assessment item	

INSTRUCTOR PREPARATION TASKS

Duplicate a copy of the following for each learner:

1. *Passbook Worksheet*
2. *Passbook Information Sheet*
3. *Assessment item*

Prepare the transparency *Passbook Worksheet*.

Acquire the following items:

1. *Savings passbook*
2. *Overhead projector*

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson experiences were provided for the learner to understand the basic characteristics of a budget.

The purpose of this activity is for the learner to understand the advantages of saving money. The learners will participate in a discussion and fill out a savings passbook.

Ask the learners why people save money. Convey the following ideas if the learners do not give these responses and list them on the chalkboard:

Possible responses:

1. *To have money for an emergency*
2. *To make more money with the money in the bank*
3. *To have money in case they want to buy something*
4. *To have money when you get old*
5. *To have money for college*

Ask the learners where most people save their money.

Desired response: In a bank

Ask the learners if anyone has a savings account in a bank.

Desired response: Yes

Tell the learners that it is possible for all of them to have a savings account. Most banks will allow young people to have savings accounts. However, some banks require the parents permission.

TASKS

Ask the learners if they think it is difficult to save.

Desired responses: Yes and No

Inform the learners that for many people it is very difficult to save. It seems like whenever a person gets money there are so many things he/she may want that none is left for savings. Therefore, if people can develop saving habits it is to their advantage.

Tell the learners that some people make saving rules for themselves. For example, out of every dollar they earn or receive they save twenty-five cents. A savings rule may help people save their money.

Ask the learners if they know what the word interest means. Convey the meaning if it isn't forthcoming.

Desired response: Yes, it is money paid or received for money used.

Inform the learners that if they put money in a savings account at a bank, they will earn extra money. For instance, if a person puts \$100 in a savings account for a year, the bank will pay about \$5 for using this money. At the end of one year \$105 would be in the account instead of \$100. This \$5 that is paid by the bank is called interest.

Show the savings passbook to the learners and explain that if they have a savings account the passbook is their record. They keep this record at home. However, it must be taken with them to the bank if they are going to put money in or take money out of their savings account so that the bank teller may make a listing on the passbook which is called making an entry.

Distribute the *Passbook Worksheet* and *Passbook Information Sheet* to each learner. Explain to the learners that they are to transfer the data on the *Passbook Information Sheet* to the *Passbook Worksheet*.

Show the transparency *Passbook Worksheet* and explain the following to the learners:

1. Date - the day, month and year that money is put in or taken out of the savings account.
2. Entered by - the initials of the worker at the bank who waits on a person putting money in or taking money out.
3. Withdrawals- when taking money out of an account, the amount is listed in this column and subtracted from the balance.
4. Deposits - when putting money into an account or interest paid the amount is listed in this column and added to the balance.
5. Balance - the amount of money in an account.

Tell the learners to complete the *Passbook Worksheets*. Circulate among the learners and provide assistance where necessary.

When the learners have completed their assignments, collect, correct, and return them.

SUMMARY

Ask the learners whether they had more entries in the withdrawal column or the deposit column.

Desired response: Deposit column

Ask the learners the total amount of interest their money earned.

Desired response: \$4.75

Review with the learners that the purposes of the lesson were to identify some of the advantages of saving money and to complete a passbook savings form.

In the next lesson experiences will be provided for the learners to understand various methods of investing money.

ASSESSMENT PROCEDURES

DESCRIPTION

Multiple-choice items are used to assess the achievement of the objective.

DIRECTIONS

The learners will read the items and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

1. c

2.

Date	Entered By	Withdrawals	Deposits	Balance
7/23	DD		\$300.00	\$300.00
8/18	DD		130.00	430.00
10/3	DD	\$245.00		185.00
12/18	DD		212.00	397.00
12/27	DD	308.00		89.00

Name _____

Date _____

Lesson 6

ASSESSMENT ITEM

1. Which one of the following is NOT an advantage of saving money in a bank?
 - a. Your money earns more money.
 - b. You have money when you need it.
 - c. You can only get money when the bank is open.
 - d. Savings can provide for needs when a person is no longer able to work.

2. Complete the passbook by entering the following information in the correct columns.

August 18 - \$130.00 was deposited
October 3 - \$245.00 was withdrawn
December 18 - \$112.00 was deposited
December 27 - \$308.00 was withdrawn

Date	Entered By	Withdrawals	Deposits	Balance
7/23			\$300.00	\$300.00

PASSBOOK WORKSHEET KEY

Directions: Complete the worksheet by writing in the information from the *Passbook Information Sheet*.

Maxi National Bank
Neat, Arizona

Savings Acct. No. _____

In account with _____

No payments will be made except upon presentation of this book.

Date	Entered By	Withdrawals	Deposits	Balance
3/5	MB		\$ 8.00	\$ 8.00
5/6	MB		14.00	22.00
6/4	MB	\$ 3.00		19.00
7/8	MB		25.00	44.00
8/10	MB		6.00	50.00
9/5	MB		(INT) 2.50	52.50
10/16	MB		7.50	60.00
11/23	MB		15.00	75.00
12/15	MB	20.00		55.00
1/15	MB		15.00	70.00
2/24	MB		14.00	84.00
3/26	MB		20.00	104.00
4/6	MB	14.00		90.00
5/15	MB		(INT) 2.25	92.25
6/18	MB		17.00	109.25

PASSBOOK INFORMATION SHEET

1. Account number 3823-3272.
2. Your name is written where it states In Account With.
3. March 5 Deposit \$8.00 Balance?
4. May 6 Deposit \$14.00 Balance?
5. June 4 Withdrawal \$3.00 Balance?
6. July 8 Deposit \$25.00 Balance?
7. August 10 Deposit \$6.00 Balance?
8. September 5 Interest \$2.50 Balance?
9. October Deposit \$7.50 Balance?
10. November 23 Deposit \$15.00 Balance?
11. December 15 Withdrawal \$20.00 Balance?
12. January 5 Deposit \$15.00 Balance?
13. February 24 Deposit \$14.00 Balance?
14. March 26 Deposit \$20.00 Balance?
15. April 6 Withdrawal \$14.00 Balance?
16. May 15 Interest \$2.25 Balance?
17. June 18 Deposit \$17.00 Balance?

INVESTMENT POSSIBILITIES

LESSON SEVEN

CONCEPT

Understand various types of investments

PERFORMANCE OBJECTIVE

The learner will identify four ways in which money may be invested to acquire a profit.

LESSON TIME

50 minutes

RESOURCES REQUIRED

RESOURCES WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: <i>Investment Possibilities</i>	Dictionary
Worksheet key: <i>Investment Possibilities</i> <i>Key</i>	8 1/2" x 11" writing paper
Assessment item	

INSTRUCTOR PREPARATION TASKS

Acquire one dictionary and writing paper for each learner.

List the vocabulary words on the chalkboard as shown in the lesson.

Duplicate a copy of the following items for each learner:

1. *Investment Possibilities*
2. Assessment item

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson experiences were provided for the learners to understand the advantages of saving money in a bank. The learners also completed a savings passbook worksheet.

The purpose of this lesson is for the learners to identify various ways that money can be invested for a profit. The learners will participate in a discussion and complete a worksheet.

Refer to chalkboard and ask the learners to pronounce the following words:

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|-----------------------|----------------------|
| 1. Stock | 6. Investment |
| 2. Bonds | 7. Interest |
| 3. Saving account | 8. Stock broker |
| 4. Land (real estate) | 9. Real estate agent |
| 5. Profit | 10. Dividends |
| | 11. Risk |

Tell the learners that these terms are sometimes used when people use their money to make more money.

TASKS

Distribute writing paper and dictionaries to the learners. Inform the learners that they are to find the meanings of the words listed on the chalkboard in the dictionaries and write

these definitions on their papers. Tell the learners that they are to use each word in a sentence. Inform the learners that their definitions and sentences should relate to money.

Circulate among the learners and provide assistance where necessary.

Upon completion of the assignment, discuss the following words and their definitions with the learners:

1. Investment - the act of putting money to use to earn money.
2. Profit - money earned beyond investment.
3. Risk - the chance of loss when one is investing money.

Explain to the learners that there are different ways that people invest money to make more money. Some of these are:

1. Savings account - When you put your money into a savings account, your money is always making money. There is no risk of losing your money.
2. Real estate (land or property) - When you invest in land and property, it usually increases in value. However, a person's money is tied up until a buyer for the property is found.
3. Stocks - When buying stocks, a person buys part of a company. This is called a share. You can buy and sell stock whenever you desire, but there is a chance of losing money.
4. Bonds - When buying bonds, you agree to loan money to an organization (company, city, government, etc.) for a period of time. The interest is usually very good, but the money is tied up for a set period of time.

Distribute the worksheet *Investment Possibilities* to the learners. Explain that the learners are to match the definition with the investment possibility.

Circulate among the learners and provide assistance when necessary. When the learners have completed their assignments, collect, correct, and return them.

SUMMARY

Tell the learners that there are some ways that money may be invested. Emphasize that in order to invest money a person must first save or acquire a loan which costs money.

This unit has provided the learners with opportunities that may develop a better understanding of some economic principles. The learners have had experiences relating to the understanding of supply and demand, seasonal tourist attractions, seasonal passbook savings, and investment possibilities.

ASSESSMENT PROCEDURES

DESCRIPTION

Multiple-choice items are used to assess the achievement of the objective.

DIRECTIONS

The learners will read the items and record their responses. Assistance with the vocabulary may be given by the instructor.

KEY

1. a & b
2. b
3. d

Name _____

Date _____

Lesson 7

ASSESSMENT ITEM

1. Which two of the following are ways in which money can be invested in order to make a profit?
 - a. Stocks
 - b. Buying land
 - c. Auto insurance
 - d. Checking account

2. When investing money, the term "risk" means which of the following?
 - a. Chance of profit
 - b. Possibility of loss
 - c. Chance of making interest
 - d. Possibility of buying more land

3. Which one of the following is an advantage of investing in land?
 - a. Must find a buyer
 - b. Profit depends on resale
 - c. Money tied up until sold
 - d. Possibility of large gain

Name _____

Date _____

Lesson 7

INVESTMENT POSSIBILITIES

WORKSHEET

Directions: Match the definition with the corresponding term.

- | | |
|-----------------------------|--|
| _____ 1. Stock | a. Small interest rate; with-
drawals at any time; savings
insured. |
| _____ 2. Bond | b. Monthly payments; may be
paid up at age 65; good
return; family protected
if you die. |
| _____ 3. Saving institution | c. Investor buys part owner-
ship in a company; as that
company's profit increases,
so does the investor's pro-
fit. Fairly high risk. |
| _____ 4. Real estate | d. May be high risk, large
profit; should have reliable
agent, know what and where
you're buying. |
| | e. You are loaning your money
to a company or an organi-
zation to use; minimum 7½
year investment; very little
risk. |

INVESTMENT POSSIBILITIES

WORKSHEET KEY

Directions: Match the definition with the corresponding term.

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|--------------------------------|--|
| <u>c</u> 1. Stock | a. Small interest rate, withdrawals at any time: savings insured. |
| <u>e</u> 2. Bond | b. Monthly payments; may be paid up at age 65; good return; family protected if you die. |
| <u>a</u> 3. Saving institution | c. Investor buys part ownership in a company; as that company's profit increases, so does the investor's profit. Fairly high risk. |
| <u>d</u> 4. Real estate | d. May be high risk, large profit; should have reliable agent, know what and where you're buying- |
| | e. You are loaning your money to a company or an organization to use; minimum 7 1/2 year investment; very little risk. |